DOCUMENT RESUME

ED 066 570 VT 016 356

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TITLE	A Core Curriculum for Entry and Middle Level Workers in Human Services Agencies. Manpower for the Human Services.
INSTITUTION	Illinois State Dept. of Labor, Chicago, Ill. Human Services Manpower Career Center.
SPONS AGENCY	Manpower Administration (DOL), Washington, D.C.
REPORT NO	Monogr-3
PUB DATE	Jun 71
NOTE	55p.
AVAILABLE FROM	Office of Research and Development, U. S. Manpower Administration, Washington, D. C. 20210
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Associate Degrees; *Community Colleges; *Core Curriculum; Curriculum Development; *Human Services; *Manpower Development; Research Projects; State Agencies
IDENTIFIERS	Human Services Manpower Career Center

ABSTRACT

This monograph is the third in a series summarizing the work progress of the Human Services Manpower Career Center, a special research and development project funded by the U. S. Department of Labor. This volume offers a core curriculum for the training of workers in state human services agencies, geared primarily to the use of the community college for the training of entry and middle level human services generalists. The core curriculum is composed of three basic training components, including those which are relevant to all the human services occupations, those which are specific to the field of work, and those which are specific to the actual job the worker is expected to perform in a particular setting. A core curriculum for a 2-year community college program leading to an associate degree in human services is outlined along with recommendations for improved technology, the application of available new technology for training, and the enrichment of training faculties by the use of agency personnel and community leadership. In addition, several alternative models for the management of the state's training responsibility are offered and evaluated. Other monographs are available as VT 016 354, VT 016 357-016 359 in this issue. (SB)

ED 066570

NUMBER THREE
IN A SERIES OF FIVE
MONOGRAPHS SUBMITTED
AS A WORK PROGRESS
REPORT TO THE MANPOWER
ADMINISTRATION OF
THE UNITED STATES
DEPARTMENT OF LABOR

3

a core curriculum for entry and middle level workers in human services agencies

BY THE
HUMAN SERVICES
MANPOWER CAREER CENTER
ILLINOIS BUREAU OF
EMPLOYMENT SECURITY

VT016356

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EDUCATION & WELFARE
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ED 066570

MANPOWER FOR THE HUMAN SERVICES

A Work Progress Report submitted in a series of five monographs to the Manpower Administration of the United States Department of Labor under Contract No. 82-15-70-22

MONOGRAPH NUMBER THREE

A CORE CURRICULUM FOR ENTRY AND MIDDLE LEVEL WORKERS IN HUMAN SERVICES AGENCIES

ILLINOIS BUREAU OF EMPLOYMENT SECURITY
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JUNE 1971

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This report on a special manpower project was prepared by the Human Services Manpower Career Center under a contract with the Manpower Administration, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under the Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the U. S. Department of Labor.

The monograph series was prepared by Myrna Bordelon Kassel, Ph.D., Director, Human Services Manpower Career Center.

Information on how to obtain additional copies of this report and of others in this series may be obtained from the Office of Research and Development of the U. S. Manpower Administration, Washington, D. C. 20210.

This document is Number Three in a series of five monographs which summarize the work in progress of the Human Services Manpower Career Center. The Center was established in July, 1969 by the Illinois Employment Security Administrator with the assistance of a United States Department of Labor, Manpower Administration, Office of Research and Development, planning grant. In 1970, Contract No. 82-15-70-22 was awarded to the Illinois Bureau of Employment Security by the same agency to enable the work of the Center to continue for a second year.

The monograph series includes the following five parts:

I. AN OVERVIEW OF THE WORK PROGRESS REPORT

II. CAREER SYSTEMS IN STATE HUMAN SERVICES AGENCIES

III. A CORE CURRICULUM FOR ENTRY AND MIDDLE LEVEL WORKERS IN HUMAN SERVICES AGENCIES

IV. COMMUNITY ORGANIZATION FOR ALLIED HEALTH MANPOWER

V. NEIGHBORHOOD-BASED CHILD CARE SERVICES FOR THE INNER CITY

A CORE CURRICULUM FOR ENTRY AND MIDDLE
LEVEL WORKERS IN HUMAN SERVICES AGENCIES

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I

THE CURRICULUM: A PRODUCT OF FIELD STUDY RESEARCH

This training design was prepared by the Human Services Manpower Career Center in response to the request of the Illinois Department of Personnel. In a communication dated January 5, 1970 Mr. Alan Drazek, Director of the Illinois Department of Personnel, invited the Center to undertake as an integral part of the career studies in Adult Corrections and Children and Family Services the development of a training plan for the orientation and upgrading of workers in these agencies.

In Monograph Number Two* we have described the studies undertaken by the Center in these Departments to identify agency goals, the present organization of work, the assignment of tasks to various classes of workers and the skills required to deliver a high quality of service to agency clients and the community. In this monograph we offer a training design rooted in these research findings. In our judgment, training programs spawned by educators on the basis of their own idiosyncratic notions of who needs to learn what, how and where will always tend to be irrelevant to actual agency needs. We, therefore, tried first to get at the raw material of specific agency goals and problems and to identify them as precisely and comprehensively as possible before proceeding to consider training issues.

Our recommendations also reflect five years of prior work in the Illinois Department of Mental Health during which we were engaged in the design of a career development program for that agency. We have combined with our knowledge of the Illinois scene additional data made available through our continuing association with the Southern Regional Education Board, Purdue University and existing training centers in New York, Maryland, Colorado and other states.

II

THE THREE BASIC COMPONENTS OF THE CORE CURRICULUM

In this monograph we propose a design for the training of entry and middle level workers in all State agencies engaged in providing human services. Although our original charge was to be responsive to the needs of the Adult Division of the Department of Corrections and the Department of Children and Family Services, our studies support the view that the training needs of the workers in these agencies are not altogether unique.**

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* See the second in this monograph series entitled Career System In State Human Services Agencies.

** The basic design offered here can provide guidelines to other jurisdictions of government and to the voluntary sector as well. The curriculum contents are also relevant to the design of educational programs for regular community college students wishing to prepare for careers in the human services occupations.

We have identified three components in the training design a State can begin to experiment with as a model for career development in all of its human services agencies. The model proposes the development of a human services generalist equipped with the special knowledges, skills and attitudes he needs to function in a particular sector of the human services and in a unique agency assignment.*

A. TRAINING SPECIFIC TO THE HUMAN SERVICES INDUSTRY

The major features of the core curriculum developed by facilities in the Department of Mental Health for the mental health generalist bear a striking resemblance to the training contents identified as relevant to staff working with children, families and prison inmates. This observation has been reinforced in a current study we are undertaking for the Youth Division of the Department of Corrections. These experiences illuminate for us the broad common denominator of knowledges, skills and attitudes that workers in all people-serving agencies need to acquire for effective work performance.

We are also aware that in the Woodlawn Service Project initiated by the State of Illinois, as well as similar experiments in multi-service neighborhood centers throughout the country, efforts are being made to restructure existing agency patterns of service delivery to meet the needs of community residents. As we observe these efforts, we predict that their success will depend heavily upon the development of a basic interagency manpower pool staffed by workers trained to address themselves to the total spectrum of needs of the individual rather than to try to fit the client into the neat separate boundaries of service traditionally circumscribed by individual agencies. If this is the case, we will benefit greatly by finding ways to train workers who can be adaptive, versatile and highly attuned to the whole range of services available to meet the client's needs.

Finally, the development of a core curriculum for the human services agencies can contribute to the effective implementation of Public Service Careers Programs everywhere. These programs call for accredited entry-level training and continuing education to upgrade disadvantaged workers. Since both funds and training capabilities of the sponsoring agencies are limited, it makes practical sense for State governments to support a core training model that makes maximum use of available fiscal and educational resources.

B. TRAINING SPECIFIC TO THE FIELD OF WORK

The second component of our training design provides for the development of manpower with competence to function in a general field of work.

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* See Appendices for statements by the College of Du Page, YMCA Community College and Governor's State University, three of the colleges in Illinois committed to the training of human services generalists.

The three work areas covered in this report are mental health, corrections and services to children. The model we propose, however, can be readily applied to other fields of work such as vocational rehabilitation, counselling, child care, recreation or any of the other sectors of the human services. The content for each of these fields of work will, of course, differ depending on the needs of the service program and the available training resources in a given community. However, it will be useful to all State agencies working with children, for example, to begin to identify the basic training needs of the workers serving this client group wherever they may find themselves in a State system. This field of work concept is basic if we are to begin to achieve genuine horizontal mobility of workers within a State system and in the private human services sector.

C. TRAINING SPECIFIC TO THE JOB

The third component of our training design concerns itself with the preparation of the worker to perform a particular job in a specific agency setting. Here, we address our attention to the demands placed upon the worker by virtue of the unique program goals, objectives, systems, procedures and task assignments of the employing agency. Our recommendations in this area are based upon a careful examination of the agencies we have studied. Here again, however, the model can be applied to any agency in a State system once the necessary data is available for planning purposes.

We believe this model is consistent with all long-range forecasts for the rapid expansion of the human services industry and with the learnings of the past decade in new careers and manpower development programs throughout the country.

Many features of the plan are distincly innovative in terms of our Illinois experience. However, we regard this proposal as a beginning effort designed to stimulate thinking and experimentation among all concerned parties. We are presently in the process of clarifying and elaborating this core curriculum design through continuing research and interaction with the directors of human services programs in the community colleges of Chicago metropolitan area.

III

A CAREER SYSTEM MEANS A TRAINING SYSTEM

Each of the proposed career ladders presented in Monograph Two calls for a sequence of training sets. The degree of commitment an agency demonstrates to meet the training needs of its workers and to implement the career development program will, of course, be reflected in the quality and availability of these training sets.

It is inconceivable that any State agency can take its place as a partner in a model employer program or function as the sponsor of a career development program without committing itself to the aggressive implementation of an entry-level and continuing education programs for its staff. For unless

steps up a career ladder reflect the personal growth of the worker, his increased competence, improved work performance and ability to assume more complex responsibility in the agency, a state government will not in fact have produced a career development program at all. For career ladders which permit workers to move up without necessary preparation for higher level responsibilities may merely result in higher payroll costs rather than improved services and more efficient utilization of manpower.

IV

THE STATE'S LEADERSHIP RESPONSIBILITY

In developing an entry and middle level training program a State human services agency is faced with options ranging from minimal to full scale commitment to the training component of a genuine career development program:

(1) A minimal job specific orientation and training program conducted by the agency;

(2) A minimal field-specific educational sequence conducted by an outside educational resource, such as a community college;

(3) A collaborative arrangement combining both of the above resulting in the earning of academic credit and the issuance of a certificate by the educational institution and;

(4) A full Associate of Arts sequence designed to produce a human services worker. In this model, the first two training sets required for moving up the career ladder are fully incorporated in the college curriculum and in the sponsoring agency's in-service training operations.

The Director of any State agency faced with these range of options may make his decision on the basis of such practical questions as: What will it cost? Are funds available for underwriting the cost of training including the support of an agency training staff? How much time away from the job will be involved for the trainees? Do the release time and educational leave policies of the State support full commitment to the whole educational development concept? If trainess are to be taken off the job for course work and supervisors required to provide on-the-job instruction, what happens to programs already seriously understaffed? We suggest that all these are legitimate questions that deserve straight answers.

It is, therefore, necessary for a State preparing to implement its Career Development Program to spell out the basic standards and policies applicable to all agencies which will encourage and support full commitment to the training and continuing education of its workers.

In formulating such policies and standards, the State Department of Personnel or Civil Service Commission will need to integrate its goals and priorities with those expressed by the Governor of the State, his Office of Human Resources, the State Board of Vocational Education, the Higher Education Board and other State authorities. While each of these agencies may have expressed its individual commitment to career development and to opening up opportunities for disadvantaged workers in a State system, what is required is a comprehensive training plan which makes full use of all the State resources available and all of the good intentions so frequently expressed.

Finally, the fiscal implications of the State's intent to become a model employer need to be thoroughly explored so that commitments made can in fact be fulfilled.

V

ALTERNATIVE MODELS FOR THE MANAGEMENT OF THE STATE'S TRAINING OPERATIONS

There are basically three alternative ways to manage the training operations of a State. The first is to encourage each agency to assume the full responsibility through its in-service training operation. The second is to send workers off to school and to give the school the full responsibility for designing and delivering the training. The third is to develop agency-school collaboration in which both parties work together to provide training that is relevant to the goals of the agency, responsive to the needs of its workers and fully accredited by the academic institution.

All three ways of managing a State's training tasks can be observed operating in various parts of the Illinois system at the present time. We will examine each of these alternatives and make our recommendations for what, in our judgment, is the preferred model.

A. WHEN THE AGENCY ASSUMES TOTAL RESPONSIBILITY THROUGH ITS IN-SERVICE OPERATION

There are ample precedents, both in Illinois and elsewhere, for agencies to take on the total responsibility for designing and conducting their own training operations. The major advantage claimed for this approach is that the training offered can be custom-tailored to the program needs of the agency. This has been reinforced by the fact that in such areas as Mental Health, Child Development, Corrections, Rehabilitation and other human service fields, we have had only the most meager community educational resources available until recently to meet the needs of agencies for entry and middle level training.

As a result, we have seen during the past decade some Departments in Illinois, such as Mental Health, invest heavily in the in-service training of psychiatric aides, activity therapy aides and other entry level personnel. In other human services agencies, where budgets did not provide the finan-

cial resources required to meet agency training needs, in-service programs have been so limited as to fall far below what is generally considered by private industry, for example, to be a minimal standard. There has been no consistency evident in this or most other State systems with respect to the scope, range and quality in such agency-supported training.

The limitations of an approach which places the total responsibility for staff training on the employing agency have become increasingly evident:

1. Training focused exclusively on the specific needs of a single agency tends to become ingrown and parochial, unless the trainers are able to maintain close interaction with management and program staff and are themselves exposed to outside stimulation through a continuing educational process.

2. Persons emerging from such agency-specific training experiences are generally severely limited in the options they have for entering other career pathways. The in-service training offered by an agency, for example, rarely carries academic credit that has value to the worker in the market place.

3. Training staffs are generally expected to reinforce existing agency goals and structures, rather than to facilitate basic changes in policy and program. Thus, an agency committed to making broad changes in its program goals and services may find that trainers within its own organization need considerable re-orientation before they can be counted on to function as effective agents of change.

B. WHEN THE AGENCY RELIES EXCLUSIVELY ON THE ACADEMIC INSTITUTION

Some states have also sought to meet their needs for certain hard-to-fill vacancies by awarding full-time stipends to employees as well as students at large. In Illinois the student is obligated to repay his obligation by coming to work for an equivalent amount of time in the supporting agency. This program has resulted in bringing some new professional manpower into the State system. While the cost-benefits of this program have never been carefully examined by this State, certain observations can be made about an approach to staff development which relies primarily on sending the worker off to school and hoping that what he comes back with will match the needs of the agency.

In our judgment, this strategy presents the following problems:

1. Agencies frequently experience difficulty in retaining the student at large who comes into the supporting agency primarily to pay off his educational debt. While this problem can be alleviated by the agency's taking more initiative in establishing close liason with the

students during his course of study, even involving him in a practicum experience within the agency prior to graduation, the whole concept of indentured work has not proved to be an effective recruitment and retention device. States like New York, for example, have abandoned it completely.

2. A policy which requires a State employee to leave his job in order to obtain a full-time stipend considerably below his salary places a severe hardship on heads of households and others who cannot afford to suffer the loss of income. Other States committed to accelerated training for high potential workers have established educational leave policies which provide more realistic financial support to the student than does Illinois.

3. The tuition reimbursement policy of the State of Illinois which allow an employee to take a maximum of two courses, does allow for some continuing education and enrichment of the worker. Its impact on a worker's career progress, however, is hampered by the fact that (a) very little career counselling has been available to State employees to help them select course work relevant to their own and their agency's needs; and (b) since the program is essentially individaully-oriented, the courses offered are not necessarily designed to be responsive to the agency's program and job-specific training needs.

4. No school, its good-will and eagerness to serve the community notwithstanding, can be expected to meet the total spectrum of the agency's training needs entirely by itself. The strengths of the community college, four-year college or graduate school in any field reflect the interest and competencies of its faculty. These interests, or competencies, may frequently not match the needs and expectations of the agency. In some communities of Illinois, for example, the most highly trained and experienced persons in a specific human services field may be found not on the faculty roster of the local college but among the practitioners employed by the State agency itself. This suggests that total reliance on out-service training, administered exclusively by educational institutions, tends to produce programs less relevant and of inferior quality.

We do not intend by these remarks to deny the merits of programs providing full-time stipends, educational leave or tuition reimbursement for workers. While each has a place in a State's model employer program, they have not succeeded in reaching a broad enough range of workers at all levels. Nor do they begin to provide the basic underpinnings required to implement a comprehensive career development program.

C. WHEN THE AGENCY AND SCHOOL FORM A COLLABORATIVE PARTNERSHIP

With the extraordinary rise of the community college on the American scene, a rich potential resource now exists to help the State meet its commitments to career development for entry and middle level workers.

Yet, except for the efforts of a few adventurous State agency administrators and community college leaders, we have hardly begun to explore the full potential of this collaborative model. This approach to the management of training depends upon the full, active and continuing partnership of the employing agency and the academic institution. It presupposes a willingness on the part of the community college to learn the precise nature of the agency's goals, programs and staffing plan, its range of services, its clients, the tasks to be performed by workers and the characteristics of the communities in which clients of the agency are to be served.

Building on this common and intimate awareness of the agency's needs, the partners then proceed to assess the resources each can contribute to the training task. A division of labor is worked out which assigns to the agency and the school those training components which each is best equipped to supply. All of these components are designed collaboratively and all receive full academic credit from the college.

What is particularly characteristic of the best collaborative programs we have seen is this --- that the skilled practitioners in the agency and members of the college faculty begin to learn important things from one another. A bridge is built betwen theory and practice. In-service training staffs are stimulated by exposure to new ideas, research and theoretical concepts. Academicians are brought face-to-face with practical problems their students must confront and resolve.

On the face of it, the collaborative model is so obviously a rational answer to many of our needs that one might assume that it is relatively easy to implement. This is not so. An effective partnership of agency and school involves continuing negotiations of a very specific and complex nature. In order that the transactions be focused on all of the relevant issues, both parties; that is, the agency purchasing the training and the institution selling the training need to enter into some highly sophisticated dialogues. Unfortunately, in most cases, the purveyors of education are far more sophisticated about the product they are offering than the agencies are about the product they want to buy.

This too often results in an unequal bargaining position out of which come training programs which place little or no demand on the school for curriculum innovation and genuine responsiveness to agency needs.

VI

GUIDELINES FOR AGENCY-COMMUNITY COLLEGE COLLABORATION

These guidelines are written to assist both agencies and educational institutions in resolving the major issues involved in establishing a successful working partnership. While focussed for our purposes on community college programs in the human services, they are basically adaptable to agency collaboration with four year college and graduate school programs.

The spirit and point of view expressed in these guidelines are somewhat unique. Many documents dealing with the same subject matter are primarily consumer guidelines. They are written by persons who either direct or provide technical assistance to agencies purchasing educational services. Other guideline materials are designed to offer advice to schools seeking to develop community service programs for potential using agencies. Still others are keyed to the interests and sensitivities of certain professional groups who see the community colleges as a new source of manpower trained to assist professionals in their own field of practice.

What we are presenting here is something substantially different. We take the view that both the agencies and the community colleges are part of the State apparatus. Each has a responsibility to assist the other in helping the State to perform as an enlightened humanistic employer. Both have a common concern to spend their tax dollars wisely. And both are expected to provide programs designed to upgrade the delivery of human services to the client population.

In a genuine sense, therefore, these guidelines are not written from an adversary or special interest point of view. While agencies and schools may find themselves engaged in some hard bargaining at times, the issues involved should be seen as matters to be negotiated in a transaction between two partners working toward a common objective.

As we proceed to identify the key items in these negotiations, it is not our purpose to offer right answers. In each case, the right answer will depend upon local factors and local leadership. We believe, however, that the issues we raise need to be confronted and clarified. If they are not, the chances are that we will spawn many short-lived programs throughout the country leaving behind a long trail of frustration in both the agencies and colleges.

We make the assumption in what follows that in Illinois the Department of Personnel will proceed in the coming months to engage the appropriate State educational authorities and Departments in a process of overall planning. While the State Board of Vocational Education has asked each school district, for example, to develop a comprehensive curriculum which shall include programs in the human services, it would be unwise for each college to develop programs in all of the sectors of the human services. There are compelling

reaons for some division of labor among the colleges based upon the proximity of certain State facilities to a particular school, the availability of faculty, field instructors, on-the-job training sites and local employment opportunities for graduates. For, even though the programs will be designed to meet the needs of State agency staff, each vocational program developed in a particular locale will begin to attract students at large who are interested in preparing themselves for employment in the particular field of work. Thus, it becomes highly practical for colleges located in communities adjacent to prisons, schools for the retarded, mental hospitals or residential child care institutions to pair up with those agencies and to place special curriculum emphasis on those special courses which are responsive to the agency need.

What we are suggesting is that efforts to encourage both agencies and schools to relate their curriculum planning to a careful assessment of State needs and resources will pay off handsomely. The result will be less proliferation of small exotic programs and minimum duplication of effort.

If we are successful in moving in this direction, generalist human services educational programs of high quality can be made widely available to meet the needs of several State agencies and the community at large in a geographical area, while specialty majors are developed more selectively in response to the unique needs of specific State facilities.

Within this setting, then, realistic local partnerships can be negotiated between agencies and schools around the following issues:

A. ESTABLISHING MACHINERY FOR PLANNING AND EVALUATION

The top level commitment of local human services agency executives and educational administrators needs to be solicited and sustained through the establishment of machinery for overall program planning and evaluation. Too often this becomes a so-called Advisory Committee, which meets a few times each year, has a ceremonial lunch, listens to educators present program reports and adjourns. What we have in mind here is genuine, not token participation. Persons who have a broad understanding of agency needs, the power to make decisions and the administrative authority to implement agreed-upon policies are appropriate members of such a group. We recommend the additional participation of professional leaders from the community who have specialized knowledge and skill to offer, as well as lay representatives of consumer and client groups.

B. ESTABLISHING STAFF RESPONSIBILITY FOR JOINT PROGRAM MANAGEMENT

The participating agency, or agencies, and the school are each responsible for designating a program co-ordinator whose specific assignment it is to manage his part of the joint effort. The agency co-ordinator takes on the day-to-day duties that result in delivering the students on schedule, arranging in-service training operations, providing supplemental teaching resources where needed at the college and keeping the agency fully informed and actively supportive of the program. The college program co-ordina-

tor is his counterpart at the school, responsible for faculty selection, preparation and inter-communication, the development of materials, arrangement of physical facilities and linkage with the administrative head of the institution.

Many programs have floundered and died prematurely for lack of such responsible day-to-day management. Neither the agency nor the school can be considered ready to mount a program unless both are willing to provide the necessary staff support.

C. ASSESSING NEEDS, RESOURCES, GAPS

At every step in program development and implementation, a systematic effort is required to assess (a) current and projected agency and trainee needs, particularly if the agency is undertaking basic shifts in its program goals and organization; (b) current and projected educational resources available, not only at the college but in the community as a whole; and (c) gaps between program needs, trainee needs and existing resources, some of which can frequently be bridged by finding new ways to use existing resources in more innovative ways.

This process must necessarily take place on several levels. The program co-ordinators are responsible for continuing interaction with their respective colleagues to identify needs and resources. The agency co-ordinator needs to know the full range of management and service problems the program is being designed to meet. He must be able to work with supervisors in the recruitment, preparation and training of the student group. It is his responsibility to seek out agency staff who have training skills useful to the program.

The college co-ordinator is expected to maintain continuing interaction with faculty members and key administrators. It is his function to identify those curriculum needs which cannot be met through the regular offerings of the college and to initiate the inter-disciplinary faculty dialogues which can bring into being fresh approaches to curriculum content and teaching methodology responsive to the needs of the trainee group.

Since in many of the college programs more than one employing agency will be involved, procedures should be established for regular communication and feedback among the responsible program staff. It is here that the participation of the trainees themselves can provide valuable insights into the deficits and strengths of the program.

The learnings which emerge from this regular exchange among program co-ordinators and trainees need to be fed into the over-all planning and evaluation group. Analysis of this continuous flow of information can then become the basis for making policy decisions designed to strengthen the program.

D. TEN MAJOR ISSUES TO BE NEGOTIATED

The following items require careful examination by the joint planning and evaluation group. When a consensus is achieved, we suggest a written memorandum of understanding be prepared and made available to all participating agencies and staff.

1. The Curriculum

The basic design of the curriculum is a subject of negotiation, including a description of:

a. The contents and focus of each course including the in-service training components,

b. The teaching methods to be used;

c. The selection and utilization of academic and practicum faculty;

d. Rates of compensation, if any, for agency staff functioning as faculty.

2. Standards and Procedures for Selection of Students

Clarify the respective responsibilities of the agency and the college for the selection and preparation of the trainees. Does the school accept the task of individually assessing each student's needs and deficits in order to provide developmental services where needed?

3. Policies Relating to Advanced Placement

Consider the specific procedures which will enable the student who enters the program with extensive life-work experience and/or prior in-service training to achieve advanced placement in the program.

4. Awarding of Academic Credits

a. Will the college establish a certificate program that officially acknowledges the student's successful completion of the specific sequence of courses which the agency and college agree are critical to field and job-specific training?

b. Will the college agree to accreditation of agency in-service training components including supervised clinical or field work, after examining both the contents and the quality of the instruction?

c. Are all academic credits earned by the student fully transferable to neighboring community and four-year colleges?

5. Physical Facilities

Appropriate classroom facilities, equipment and library on the campus as well as in the agency, should be made available, since programs are frequently conducted in both locations.

6. Program Identity

It is important to keep the agency group together in various components of the training program in order to maximize the impact of the training upon the work setting, to stimulate interaction and feedback from the students to teachers and supervisors and to draw upon the group as a source of support and peer learning for the individual student.

7. Release Time

The official policy of the agency with respect to providing release time to workers for course work requires precise definition. It should be made clear whether the time required for the supervised in-service practicum can be allowed in addition to the hours required for regular course work. If so, then the present Illinois policy of allowing two courses to be taken when augmented by the practicum, can bring the total number of academic credits earned to at least nine per semester. Agencies interested in making it possible for workers to move ahead at an accelerated pace might consider the growing acceptance around the country of the 20% release time standard.

8. Scheduling of Classes

Arrangements must be made specific for the scheduling of classes at a time least disruptive to the work of the agency. In each case, supervisors need to be consulted and prepared for the release of their staff for training.

9. Supportive Services

Both agency and school have a common concern to provide the student with the supportive services needed to help him stay in the program and achieve a standard of excellence in his work-study effort. The agency co-ordinator has the responsibility to provide counselling and assistance on job-related and career problems, while the college is best equipped to furnish educational guidance and counselling focused on improving the student's learning capability and his selection of appropriate course work.

If remedial academic work is required, the agency and community college should explore the resources of the community for the most efficient and economical source of such training. In many instances, the community college will be capable of providing this service, including the securing of G.E.D. high school equivalency diplomas for those trainees who have not completed high school. In other communities the local high school district may have the best program. Occasionally, private firms or federally funded projects (i.e. MDTA) may be the best source. In the event that the worker requires this kind of developmental assistance, the agency and the college will need to decide on the length of time to be devoted to this preparatory process. They also will need to consider whether such students should enter into the regular beginning course work along with other agency employees or should wait until the remedial work is completed.

10. Funding

Both parties share the responsibility for examining the costs of the program and deciding how to achieve a stable base of support. Where evidence exists that the program has a long-range potential and that the demand for training will continue, programs should be incorporated as rapidly as possible into the regular budget of the school for funding by the appropriate State authority. On the other hand, the need for special workshops or short courses may arise from time to time requiring special funding agreements under which the agency covers the costs or shares them with the college.

VII

A PROPOSED CORE CURRICULUM FOR STATE HUMAN SERVICES WORKERS LEADING TO THE ASSOCIATE OF ARTS DEGREE IN HUMAN SERVICES

We have examined three alternative models for managing the training operations which are implicit in a State's career development efforts. In comparing these approaches, we concluded that the collaborative partnership between agency and community college offers the most productive possibilities. Having committed ourselves to this approach, we now offer a core curriculum for State human services workers sufficiently flexible in design to be adapted to the needs of each agency.

A. THE CHANGING ROLE OF THE COMMUNITY COLLEGE

In recommending this collaborative model, we are fully aware that the community colleges in many parts of the country are not yet tooled up to respond to the needs of a state government in its employer role.

Though the community college has been hailed by some as the most innovative and responsive institution in American education, it has suffered from the same problems which have plagued other educational institutions. One of

its major problems has been the necessity to tailor its program to the transfer and graduation requirements of four year colleges. Since the four year college curriculum is still substantially the curriculum appropriate to the "gentleman's" 10% who attended college in 1900, there is a heavy empahsis on cultural subjects which are generally justified by the rhetoric of General Education. With over 50% of high school graduates now attending college, an increasing number finds the traditional curriculum inappropriate. This is particularly true for students who cannot be subsidized for four full years of education to acquire a marketable fund of knowledge and skills.

A second aspect of the problem is the status differential between liberal arts courses and courses with a specific occupation or occupational field in mind. An analysis of the community college movement nationally would show that it has failed to deliver as a community-based resource for high quality occupational programs. Whether this has been the result of lack of commitment on the part of college administration and faculty or choice on the part of students is not clear. What is clear is that establishing an innovative human services generalist curriculum in the community colleges presents an extraordinary challenge to all parties involved.

The curriculum which follows has not been modified to avoid confronting the demands presented by this challenge. It reflects the current thinking of the Center in regard to an optimum collaborative curriculum.

In the event that the collaborative model cannot be implemented in certain parts of the State in a manner satisfactory to the employing agency, the agency will obviously need to undertake its entry level program on an in-service training basis. Under these circumstances, the proposed core curriculum can be readily adapted to the design of an in-service training sequence.

In view of the present and emerging potential of the community college system, however, we would lament the investment of additional State funds for in-service training programs developed unilaterally by its human services agencies. We would consider this a regressive move. We know of no section of the State of Illinois in which efforts should not now begin or be accelerated to bring the community college and the State agencies into a genuine training partnership.

B. THE 64 HOUR A.A. CORE CURRICULUM FOR THE HUMAN SERVICES GENERALIST

The core curriculum design includes five major sequences each of which is divided into a series of semester courses. The completion of this full 64 credit program at the community college culminates in the award of an Associate of Arts Degree in the Human Services. The completion of the field and job-specific training, including the practicum, constitutes the student's major. The student emerging from this program is thus trained as a human services generalist with a specialty or major in a specific field of study, such as corrections, services to children,

mental health, education or rehabilitation, to mention but a few of the possibilities.

THE HUMAN SERVICES SEMINAR SEQUENCE

12 hours- Four 3 credit hour courses common to all students in a Human Services Curriculum.

FIELD-SPECIFIC COURSE WORK

12 hours- Four 3 credit hour courses specific to students interested in a particular field of the Human Services (c.f. Mental Health, Corrections).

JOB-SPECIFIC PRACTICUM SEQUENCE

12 hours- Four 3 credit hour practicums in various settings within the target agency or similar agencies.

THE PERSONAL DEVELOPMENT LABORATORY SEQUENCE

15 hours- Five 3 credit hour courses designed to help the student better understand himself and develop his skills as a therapeutic agent.

THE GROUP, TEAM AND ORGANIZATION DEVELOPMENT LABORATORY SEQUENCE

9 hours- Three 3 credit hour courses designed to help the student learn how groups, teams, organizations and community systems function and the techniques and attitudes necessary for working with them and for changing them.

ELECTIVES - 4 Hours

It is expected that community colleges and agencies will work out the most appropriate curricula for their needs. However, the following outline is presented as one model of the sequence of the recommended curriculum.

FRESHMEN YEAR

First Semester:	Cr.	Second Semester:	Cr.
Human Services Seminar I	3	Human Services Seminar II	3
Field Specific Course	3	Field Specific Course	3
Practicum	3	Practicum	3
Personal Skills Lab I	3	Personal Skills Lab II	3
Personal Skills Elective	3	Group, Team & Organization Lab	3
Elective	1	Elective	1
	16		16

SOPHOMORE YEAR

First Semester	Cr.	Second Semester	Cr.
Human Services Seminar III	3	Human Services Seminar IV	3
Field Specific Course	3	Field Specific Course	3
Practicum	3	Practicum	3
Personal Skills Lab	3	Personal Skills Lab	3
Group, Team & Organization	3	Group, Team & Organization	3
Elective	1	Elective	1
	16		16

The electives have been spread out over four semesters to accomodate the legal requirement for physical education. Obviously, this requirement can be met in other ways and those hours allocated in a different fashion. A course in First Aid or Personal Hygiene would be desirable substitutes for the traditional physical education courses.

C. HOW THE COLLEGE PROGRAM IS UTILIZED TO HELP DELIVER THE TRAINING SETS

We wish to make it clear at this point that, while the Illinois career ladder in Mental Health and the proposed career ladders for Corrections and Children and Family Services all require completion of a sequence of training sets for movement up the ladder, none of these systems makes it mandatory for the worker to obtain academic degrees as a condition for upward mobility.

What should this series of required training sets include? Within the framework of the proposed core curriculum, we believe we have included the major ingredients of knowledge, skill and attitudinal development relevant to entry and middle level training for the human services generalist-specialist.

It is a Department's responsibility to select those portions of the proposed curriculum which are appropriate ingredients of the required training set and to work out with the college, wherever possible, a certificate program based on successful completiton of these sets.

For both the Departments of Corrections and Children and Family Services, as well as Mental Health, we suggest that Training Set I can include the following minimum components of the Associate of Arts curriculum for entry level workers during the first six months:

1. The Human Services Seminar
2. The Field-Specific Introductory Course
3. The Job-Specific Practicum

This constitutes a total of nine hours of training per week, including three hours of supervised practicum, an investment of staff time which in our judgment represents a balanced beginning effort. Following completion of these nine hours of study, the worker should receive his certificate.

Training Set II can be offered during the second six months, or deferred until the beginning of the second year of employment. This set might include the continuing sequences in the three areas covered in Training Set I, or other components of the curriculum as determined by the agency and college. Following completion of this training set, a second certificate is awarded to the employee.

We wish to re-emphasize, however, that the decision as to what goes into these required Training Sets belongs to each agency and must be based on its own sense of priorities. An agency, for example, which expects its trainees to function primarily in a one to one relationship with clients at the end of six months, might choose the first Personal Development Laboratory sequence for the entry level set. On the other hand, an agency which is deeply committed to the team approach might prefer to substitute Group, Team and Organization Development Laboratory I for one of the other sequences. In any of these possible combinations, however, we would consider the job-specific practicum indispensible.

A genuine opportunity system, however, is one which opens a pathway for workers with high potential and strong motivation to continue their developmental efforts. For these workers, completion of the full Associate of Arts curriculum is a realistic goal. Under present Illinois training policies, a worker can earn a degree in less than four years while continuing to work. If granted educational leave for full-time study with stipend, he can, of course, complete the course of study in the regular 24-month period.

We might also explore release time arrangements more generous than our present policies provide but which allow qualified candidates to continue working part-time while going to school.

D. THE FIVE TRAINING SEQUENCES

The design of this core curriculum reflects our analysis of both good and bad experiences which have emerged out of community college programs in many states throughout the country. Unfortunately, many of

these programs appear to be overly-specialized in that they are focused on training workers for only one limited field of work or for jobs as assistants to specific professional disciplines.

Because we predict that in the years to come our exploding population and the rising demand for expanded human services will make it necessary to prepare an unprecedented number of entry and middle level workers to deliver such services in a wide variety of settings, we prefer a curriculum that provides the broadest possible background of knowledge and repertoire of skills. In our judgment, workers prepared in this fashion will have more career options available to them and will not find their skills fast becoming obsolete as new human services programs and technologies emerge.

We offer this design as a basis for discussion and as a point of departure for further curriculum development work in the human services field. Several community colleges in the Chicago area have begun to work with this design, adapting it to their own needs and resources. In some programs, new courses are being introduced such as Human Services Seminar sequence. Both DuPage College and the YMCA Community College have declared their commitment to the human services generalist concept and are offering associate degree programs with special majors in corrections and mental health respectively. These two, as well as other colleges in the Chicago area, are examining the fit between their present course offerings and the learning sequences proposed in this document.

We will describe the contents of this training design by briefly summarizing the essence of each sequence. Since the terminology we are using is not identical with the course titles one might ordinarily come upon in a college catalogue, we will suggest for the Human Services Seminar sequence, in particular, some typical courses among present college offerings which can be drawn from and adapted to the needs of students enrolled in this proposed core curriculum. Some of the other courses proposed can be recognized either as available or capable of being developed.

We do not mean to suggest by this that the typical Biology 101 course as it is now taught in most colleges, for example, meets the requirements we have described for the Human Services Seminar in the Life Sciences. Quite to the contray. We are merely pointing to the fact that those responsible for designing college curricula can begin to build <u>from</u> their present standard courses of study <u>toward</u> new contents and techniques based upon the practical needs of human services workers. Thus the Life Sciences Seminar described in this curriculum might bring together a teaching team including a biologist, a public health specialist, a nutritionist, an environmental control specialist and a community health nurse.

The success of such a curriculum as this, therefore, depends upon the ability of a school and its faculty to explore new modes of interdisciplinary; that is, interdepartmental collaboration. It involves a thor-

ough re-examination of course contents to make sure that students have the opportunity to learn what they need and want to know rather then what the teacher and members of his discipline have decided a student must be taught about a specific segment of subject matter.

On the whole, the courses we have proposed will require a teacher to integrate his particular knowledge and expertise with those of other faculty members. He will in a real sense be required to become something of a generalist himself, dealing with a broader scope of theoretical information and searching for ways to apply understanding and skill to the problems his students are confronted with in the world of work.

The curriculum also attempts to provide not merely an assortment of courses, but a developmental experience. That experience is conceived as having many textures designed to stimulate intellectual and emotional growth, while at the same time offering opportunities to acquire practical usable skills.

SEQUENCE I

HUMAN SERVICES SEMINARS

The purpose of this sequence is to develop in the human services worker a comprehensive understanding of the client whom he is being trained to serve, the total human being as he functions in his social, physical and psychological environment. The sequence requires the joint planning and collaboration of a faculty team comprised of persons with backgrounds in the social, behavioral and life sciences as well as the humanities. The choice and mix of faculty depend upon the strengths of each institution.

In Monograph One of this report we have elaborated this conceptual framework in a manner which suggests one way in which this seminar sequence can be designed. For our purposes, we described the three roles in which the individual functions in contemporary society: as a citizen-consumer, a functioning bio-organism and a unique personality relating to others. Around these functions we identified the needs of the person in each of these roles, the service delivery systems established to meet these needs and the human services occupations which have emerged to provide these services.

We now suggest that this conceptual framework can be usefully translated into a human services seminar sequence in the following manner:

Human Services Seminar I

The major focus is on the contribution which the behavioral sciences make to our understanding of human behavior. Subject matters, therefore,

include human growth and development, learning theory, adaptive and non-adaptive behaviors, social and cultural factors affecting personality and behavior.

Existing courses which can be adapted:

Introduction to Psychology (Psychology)
General Psychology (Psychology)
Educational Psychology (Education)
Introduction to the Study of Society (Sociology)

Human Services Seminar II

The objective is to introduce the student to the life sciences, to provide basic knowledge of how the human organism functions and the fundamental biological processes involved. Other subject matters include nutrition and hygiene and the relationship of modern man to his urban ecological environment.

Existing courses which can be adapted:

Biology 101 (Biology)
Fundamentals of Nutrition (Biology or Home Economics)
Orientation to Paramedical Professions (Allied Health)
Environmental Biology (Biology)

Human Services Seminar III

This seminar applies the contributions of the social sciences to a fundamental understanding of man in his relationship to the institutions in contemporary society. The social, economic, legal and political factors which affect his life as a citizen-consumer; the impact of poverty and racial discrimination on social disorganization and conflict; the rise of social movements are included in the subject matters.

Existing courses which can be adapted:

Social Science 101 & 102 (Social Science)
Politics of Community Organization (Pol. Science)
Sociology of Urban Life (Sociology)

Human Services Seminar IV

In this seminar the student explores the insights which literature, music, art, theatre and philosophy contribute to the understanding of human needs and problems. The selection of works to be studied reflect this objective; that is, they expose the student to the cultural contributions of diverse races, to works of artists and writers who are responsive to social and political problems and to utopian concepts that stimulate the student to look at alternative ways in which society

can be organized to meet human needs. This seminar might also include opportunities for students to explore how skills in writing, music, dance, theatre and art can be utilized by human services workers in specific program settings.

Existing courses which can be adapted:

Introduction to Humanities (Humanities)
Crisis of Man in America (Philosophy)
Afro-American Arts (Humanities)
The World of the Cinema (Fine Arts)
History of Painting, Sculpture and Architecture (Fine Arts)

SEQUENCE II

FIELD-SPECIFIC COURSES

The choice of field-specific course work and the recommended sequence is based on the data acquired from our field studies in the two agencies. The courses have been chosen with the belief that they most accurately reflect the knowledge the entry level worker needs to have in his early years in the agency. We are aware that many other areas of training could be usefully included, but our data does not support their inclusion at this level of training.

A. FOR WORKERS SERVING CHILDREN

COURSE I
The Family, its Functions and Dysfunctions

Parents have the primary responsibility for the well being of their children. Some services for children, such as education, have now been regularized as a State responsibility. In certain other areas, the State merely provides supplemental services to assist parents in discharging their responsibilities. Finally, in more extreme cases, the State provides substitute services for parents who are incapable of discharging their responsibilities.

Because an agency with child clients either supplements or substitutes for the family, we believe that a course dealing with the family should be the first field-specific course. This course should not be the traditional Marriage and the Family course taught in sociology departments across the country. That course is designed for young adults who will soon be getting married. The course we project is designed for individuals who will be working with families. Because this is a basic first course for persons serving children, a topical outline has been prepared.

The length of time to be devoted to each topic will be determined by joint decision of the agency and the college depending upon the client and program needs in a given community.

I. The Structure of the Family

The legal, cultural and psychological definitions of a family; the composition of the family; forms of marriage.

II. The Functions of the Family

The role of the family in sexual regulation; motivations for parenthood; the impact of pregnancy.

III. Major Factors Affecting Family Life

A. Social Class, race and cultural influences.

B. Affectional relationships between husband and wife, spouses and relative, children and parents, children and relative.

C. Protective relationships including shelter and clothing, nutrition, health and sanitation.

D. Economic factors including the effects of poverty and unemployment, as well as affluence.

IV. Sources of Stress on Family Function

Examination of reasons for family breakdown with particular reference to differences between white families at various economic levels, recent immigrants, black, Spanish-American, American Indian and Oriental families.

V. Effects of Family Breakdown

The impact of family crisis on parents, children, foster and adoptive parents, school, community.

VI. Roles and Functions of Intervening Agencies

An overview of the responsiblities, problems and methods used by agencies serving the needs of children and families.

COURSE II AND III
Human Growth and Development

The second and third field-specific courses are a two-semester sequence in Human Growth and Development. The first semester covers the developmental process from conception to adolescence and the second semester from adolescence to old age. Such a course is offered almost universally in institutions of higher education. The agency should insist that such a course include direct observation of both normal and dysfunctioning persons. Site visits to operating programs and interaction with clients is encouraged. The lecture approach which merely runs through the developmental scheme of Freud or Ericksen or Piaget or Havighurst or Gesell may provide the rote learning to pass a paper and pencil test, but often leaves a student unable to recognize significant behavior when seen in an actual human being.

COURSE IV
Development of the Exceptional Child

The fourth field-specific course deals in depth with the Development of the Exceptional Child, the child whose development does not follow normal patterns. This is an area of great concern to many workers, not only in working with children, but also in consulting with natural parents, foster-parents, day-care workers and teachers. There is a tendency for many two-year curricula to include a course in Abnormal Psychology. It is unlikely that a 3-credit hour course provides a worker at this level with the diagnostic knowledge and skills which such a course seems intended to give. A more typical result is to encourage the worker to focus exclusively on pathological behavior rather than on the impact of the total environment on the child and his family. Thus we feel that a course dealing with the broad range of factors, social, emotional and physiological, is more appropriate than one dealing exclusively with psychological pathology.

B. FOR WORKERS IN CORRECTIONAL PROGRAMS

COURSE I
The Correctional Institution
As a Changing Social System

From our analysis of correctional curricula in various colleges, we have concluded that most colleges assume the student will not actually experience a correctional institution until very late in his academic program. Since this report is designed for trainees who are

already functioning in correctional programs, such an assumption is inappropriate. Employee turnover data in our adult corrections institutions indicates that the first six months are critical. The high attrition rate tells us that the experiences which many workers encounter during these early months result in a certain confusion and in negative attitudes which lead to a decision to quit the job. If the worker is to have a chance to cope successfully with the sometimes conflicting signals he receives in an organization committed to a significant shift in program goals, we recommend that the first field-specific course be concerned with the correctional institution as a changing social system.

The topical outline which follows indicates the field-specific knowledge we consider most important for the first training set. Here again, the outline does not specify the amount of time to be devoted to each topic. This should be determined locally in accordance with the needs of the particular program. Vienna and Stateville are both Illinois prisons, but the differences in their physical structure, staffing patterns and inmate populations should be reflected in their training programs.

I. The Functions of a Social System

The ways in which social systems set goals, develop strategies for realizing their goals, allocate rewards and adjust to changing conditions in order to survive and fulfill new expectations for performance.

II. Setting Goals for Correctional Institutions

The multiplicity of goals as expressed by experts, legislative bodies, prison system administrators, staff, inmates and society.

III. Strategies for Achieving Goals

The use of rules, formal and informal norms, and division of labor as techniques for achieving various goals in correctional institutions. Particular reference to the present distinctions and inter-relationships between security, administration and maintenance, rehabilitation and community-based roles.

IV. Allocating Rewards

The constraints on the capabilities of administrators, workers and inmates to reward behavior and

secure cooperation. The sanctions available to administrators, workers and inmates for influencing the behavior of other members of the social system.

V. The Durability of Social System

The thrust for expansion in all social systems; planned replacement of personnel,resistance to change and cooperation.

VI. Special Problems of Correctional Institutions

The problems of the total institution; the issue of custody versus rehabilitation; the problem of minority cultures; community attitudes toward retribution versus treatment.

COURSE II
Human Behavior

This course provides a basic understanding of normal growth and development with a special emphasis on common behavioral patterns which emerge at various stages in the human development process.

COURSE III
Causes and Characteristics of Criminal Behavior

A study of the socially unacceptable solutions to human problems which are characteristic of the behavior of prison populations. This course includes the social, economic and psychological factors leading to criminality, delinquency and other forms of disordered behavior, various causal theories and the significance of these interpretations for enlightened correctional programs.

COURSE IV
Current Approaches to Correctional Services

The purpose is to familiarize the student with the major treatment strategies and rehabilitation techniques currently being used in correctional programs. Individual and group treatment modalities both within the institution and the community are examined, including the use of half-way houses, pre-release and post-release service programs.

SEQUENCE III

JOB PRACTICUMS

The practicum training takes place on the job and prepares the worker to carry out the specific tasks to which he is assigned. It is a carefully planned and supervised training experience as distinguished from a mere work experience. Time is set aside during which the trainer meets with the workers singly and in groups to provide instruction, demonstration and opportunities for discussion about concrete work experiences and problems. Thus workers assigned to different facilities and units in a program will most likely be exposed to somewhat different practicum experiences, even though they may share in common the field-specific course work. Since our purpose is to train generalists who are adaptive to many human service settings, it is desirable to design a continuing education process which will give the worker as many diverse practicum experiences as possible in the course of his career development.

To enhance the quality and relevance of the practicum it is essential that the work supervisor, trainer and college staff keep in close communication. This will avoid duplication of effort between the academic and practicum instructors while encouraging the desired integration of theory and practice. This collaboration is expressed in some programs by the practicum teacher coming from the college to the facility. In other programs, the practicum instructor is an agency employee who may carry a joint appointment at the college. In either case, the practicum experience is jointly planned and accredited.

The study team which developed the career system proposals for Corrections and Children and Family Services in Illinois also produced a complete and detailed description of the practicum contents for the training sets in each Department. We have decided, however, not to burden this text with the detail involved in enumerating the job-specific skills and knowledge required in these two Departments. While it is extremely useful information, our feeling is that agencies wishing to develop an on-the-job practicum will want to undertake their own investigations and make their own inventories of job-specific training needs.

SEQUENCE IV

THE PERSONAL DEVELOPMENT LABORATORY

Having closely examined a wide range of human services programs in many agencies, we come to the inescapable conclusion that there is a common repertoire of skills required of human services workers in all of these settings. While individual programs may emphasize the use of one set of skills as against others, any worker trained to use only those limited skills will find himself severely hampered in his ability to function effectively and spontaneously in a helping relationship.

It is, therefore, essential that all human services workers learn to make the fullest possible use of their unique potential to function as therapeutic agents.

Traditional academic programs have emphasized the acquisition of knowledge and the development of conceptual skills. Research evidence, however, consistently fails to find a close correlation between specific academic courses or degrees and the effectiveness of a worker in a helping relationship. This supports the view that, if knowledge is not an integral part of a personal matrix of attitudes and skills, it often proves sterile both for the worker and for the client.

The Personal Skills Sequence is designed to provide a mix of theory, attitudinal development and skill training. Its purpose is to help a worker acquire relevant knowledge about himself and his client, to develop appropriate attitudes and to integrate these with a broad range of practical skills.

There is considerable consensus in the literature as to what attitudes contribute most to the effectiveness of a human services worker. Despite the semantic variations from author to author, the sense of their various findings is clear. The formulation presented by Carkhuff and Berenson* is one we find particularly helpful in its delineation of these crucial attitudes.

(a) Empathic understanding... In a true exchange of communication the worker's responses accurately reflect the meaning of the client.

(b) Respect... The total behavior of the worker indicates that he respects the client's worth as a person and his potential.

(c) Genuiness... The worker is being himself in the relationship with the client.

(d) Concreteness...The worker strives to come to grips with specific and concrete material personally relevant to the client instead of maintaining or retreating to a level of vagueness and abstraction.

The fact that this terminology is used by sensitivity trainers is sometimes confusing. Like all new fields, the field of sensitivity training has been occupied by individual practitioners of varying degrees of competence. Some have discredited the field by offering programs which were ineffective at best and destructive at worst. Others have caused disillusionment by claiming powers for sensitivity training that it does not have. The most able persons in this field do not regard sensitivity training as the answer to all human relations training problems. However, the attitudes which sensitivity training is designed to inculcate

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* Carkhuff and Berenson, Beyond Counseling and Therapy, (New York,1967)

are crucial for the human services worker. And the best programs have repeatedly demonstrated that these attitudes can be learned and developed.

Armed with relevant knowledge about human interaction and the appropriate attitudes toward helping people, the human services worker still can fail if he is lacking the necessary skills. Once again the literature abounds in lists of such skills. Such lists can be elaborated to book length but a parsimonious listing would include the following six basic skill areas:

Area of Skill	Purpose
(a) Interpersonal relations	to form positive relationships with clients, families, fellow workers, supervisors, the community.
(b) Communications	to have command of both basic and professional language skills, including oral, written, and non-verbal.
(c) Work management	to organize work time in order to determine priorities of duties and operations and to carry on several essential operations simultaneously in the light of the needs of various clients.
(d) Group management	to handle groups, ranging from the more mechanical functions of housekeeping and supervision to the use of groups as therapeutic agents.
(e) Interpretive-evaluative	to observe, record and evaluate the meaning of behavior.
(f) Helping	to apply various therapeutic techniques such as 1)counseling 2)coaching 3)crisis intervention 4)behavioral modification and 5)activity therapy.

It should be obvious that the job setting and, therefore, the practicum sequence can be an important source of much of the experience base for the practice of these skills. Again we must emphasize the close relationship between community college and agency to ensure that nothing is overlooked and that no useless duplication occurs.

One reason that programs overlook certain skills is that they conceive of the worker in a major role or function and fail to think through the variety of roles or functions the human services worker encounters in attempts to deliver services to his clients. An entry level worker may well have to function in a number of the following major roles identified by Southern Regional Education Board:

(a)	Care Giver	providing direct support for clients
(b)	Teacher	coaching, tutoring or teaching clients
(c)	Behavior changer	planning and implementing activities for changing behavior
(d)	Consultant	informing client groups or other agencies of available services and the required procedures
(e)	Outreach	seeking out people with problems
(f)	Broker	getting people to existing services
(g)	Advocate	fighting for services for clients
(h)	Evaluator	assessing client or community needs
(i)	Mobilizer	organizing new services for clients
(j)	Data manager	gathering, organizing and analyzing data.

The individual courses which follow have been organized to include the relevant attitudes, skills and functions. They are designated as laboratories because they will be ineffective unless the students have the opportunity to bring their current work and life experiences into the classroom, to use the group as a training resource and to practice new behaviors in a supportive setting.

COURSE I
Basic Skills for the Human Services Worker

The group studies the various roles and functions of the human services worker and identifies the knowledge, attitudes and skills necessary for successful performance. Through self-evaluation, role-playing and critique of their job experiences, students are helped to identify their strengths and deficits. The group then proceeds to structure the learning agenda for development of personal skills.

COURSE II
Communications

This course is designed to provide the students with knowledge and practice in the kinds of basic communication skills he will require on the job. Effective listening and the use of non-verbal communication is stressed in addition to the usual emphasis on recording, report writing and oral skills.

COURSE III
Relating One to One

The focus is on those skills most relevant to the worker in his interaction with individual clients. Interviewing and counseling skills are practiced extensively while students examine the various theoretical approaches to the helping relationship.

COURSE IV
Changing Behavior

Behavior modification theories are studied and the effectiveness of various techniques for given problems and clients analyzed. Coaching, operant conditioning, activity therapy, crisis intervention and other interventive techniques are practiced and evaluated.

COURSE V
Getting the Job Done

The objective is to provide the student with the understanding and skill he needs to link individual client needs to service delivery systems and community resources. Techniques of case-finding, referral, linkage, expediting and advocacy are studied and practiced.

SEQUENCE V

GROUP, TEAM AND ORGANIZATION DEVELOPMENT LABORATORIES

Group management skills are part of the basic equipment of the human services worker for reasons both of choice and necessity. In recent years we have become increasingly aware of the therapeutic potential of various kinds of group settings. We have discovered, for example, in self-help groups of alcoholics and drug addicts, that group reinforcement and support can often speed up and sustain behavior change more effectively than individually-oriented treatment.

We must also see the human services worker as part of an organization, a therapeutic team, a community system. Unfortunately, very little traditional education prepares any of us to function competently in these organizational settings.

Finally, even if we could be persuaded that one to one service to the individual was the preferred therapy, it is clear that our society has not made this commitment to its members. The resources and manpower required to meet individual needs on an individual basis are not available to treat the mass disasters with which the human services attempt to cope.

We, therefore, propose a laboratory sequence aimed at providing the worker with an understanding of the group process and with the skills he needs to function creatively in groups of co-workers, superiors, clients, relatives and community agencies.

The sequence which follows should provide the same mix of theory, practice, feedback, and evaluation which were specified for the Personal Development Laboratory Sequence.

COURSE I
Working with Groups

The student studies ways in which various types of groups form and function. Through practice and observation, both in the class and on the job, students examine how members of groups communicate and establish power and influence. The process of developing group norms and standards and making decisions are analyzed. The various task and maintenance functions in a group are shared and rotated to broaden the individual's ability to perform a variety of group member roles.

COURSE II
Being A Team Member in an Organization

The major goal is to develop the worker's capacity to function as a member of an interdisciplinary team in the accomplishment of organizational objectives. The problems of status, professional hierarchies and prerogatives, the difficulties of coping with changes in team membership while maintaining team functioning are studied and practiced.

Through study of the organization as a system with goals, roles, formal and informal structures, the student examines the causes and management of conflict, collaboration and organizational resistance to change. Using data drawn from life and work experience, the student learns how to evaluate the communication and feed-back mechanisms of organizations. He is helped to anticipate the risk-taking and professional growth involved for himself, if he is to function as a change agent.

COURSE III
Human Services Delivery Systems

The student is exposed to a broad overview of present systems established for the delivery of human services. These include services in all three sectors of the human services field. Analysis of the characteristics and needs of clients served in diverse settings, the objectives of agency programs, the roles and functions both of the professional disciplines and the human service generalist, current techniques of intervention and therapy provide the student with tools for understanding and evaluating contemporary human services delivery systems.

VIII

PROVIDING SYSTEM SUPPORTS FOR THE PROGRAM

The sources of new manpower from which the State will draw into its model employer or Public Service Careers programs will vary from community to community. The available employee pool may include persons who have been chronically unemployed or underemployed, high school drop-outs, mothers entering the labor market when their children are of school age, persons choosing a second career or retired workers returning to the work force.

Experiences in the utilization of new manpower in the human services indicate that such personnel, given appropriate system supports, can be resourceful workers, quick to relate and eager to learn. They can also

help an agency to restructure its program so that its services are more relevant to the needs of its clients.

A closer look at the new potential employee indicates some of the dimensions of the State's task. Those employees whose life experiences have generally been marked by success and achievement will enter the work force with relative ease. Others, however, whose life experiences have involved considerable deprivation and disadvantage, will face difficult new problems. If we are to fully utilize the potential of these workers, we will need to confront these problems directly.

The new employee may be more like the agency's client group than the present staff group; that is, of minority status with relatively low educational achievement. His prior life experiences may have produced within him an expectation of unfair treatment by those in the "establishment." His attitudes and value structure may be at variance with those prevailing among workers already employed in the agency. He may be extremely sensitive to the status differences between himself, as low man in the system, and other staff members. And for all these reasons he may feel deeply the sense of being different, of not belonging. To initiate and sustain the career opportunity program, therefore, the Department of Personnel will need to provide certain basic ingredients for success:

A. COMMITMENT

Any change program has system-wide implications. These must be identified, thought through and experimented with, if there is to be the greatest chance for success. There is no dearth of problem-solving skills and abilities within the state agencies, if they are put to work on this problem. The primary ingredient that is needed is commitment at the top of the agency to undertake the task.

B. CLIMATE

This commitment must include the development of a climate throughout the entire Department of Personnel or Civil Service Commision which places the recruitment and retention of these new workers as a high priority goal for the State. Unfortunately, this is not accomplished by merely publishing guidelines and issuing memoranda.

Full and open discussions about the objectives, plans, implementation and monitoring of Model Employer and Public Service Careers Programs will make clear to Departmental staff and the agencies involved that the Department of Personnel is committed to achieving successful outcomes and will assist the agencies in developing a climate congruent with that objective.

C. JOB RESTRUCTURING

Job restructuring will be required in many agencies to allocate

appropriate levels of tasks, which are now part of the regular functions of professional employees, to the new workers. These changes will need to be based on the careful hard work which sound job analysis requires. And persons most directly affected by these changes will need to be consulted in the planning of change. Otherwise, resistance by existing staff may overwhelm the agency's effort to introduce the new manpower.

D. ALLOCATION OF RESOURCES

Nor can the programs succeed without the allocation of needed resources in personnel, time and money. Experience in industry indicates that supportive services to the new employee are essential; that is, adequate job counseling, personal counseling, supervision and training. Time must be set aside for the trainee, the counselor and the supervisor to perform these functions.

E. SUPERVISORY TRAINING

If our profile of a large number of these new employees is accurate, they will, at the outset, present a great challenge to supervision. The essential task of the supervisor in these circumstances is to develop a relationship which is perceived by the trainee as helping and supportive, one in which the supervisor makes it clear that he expects the trainee will succeed. It will, therefore, be desirable for many supervisors in the State system to receive human relations training or specialized skill training for work with disadvantaged and minority group members.

F. REALISTIC SUPERVISORY TIME ALLOCATION

The task of supervising the new trainees takes a substantial amount of time, if the supervisor is to do it effectively. When these responsibilities are merely added on to the present workload of the supervisor, the job is done perfunctorily, if at all. Inadequate coaching and supervision will result in high proportions of loss and turnover among the trainee population. This is costly to the agency and serves to reinforce the stereotypic expectations of failure characteristic of many trainees as well as supervisors.

G. RESPONSIBILITY AND REWARDS

If the commitment and climate exist, and if the necessary resources are made available both to the trainee and the supervisor, then the supervisors and administrators can be held responsible for the success of the program at the operational level. Success should then be accompanied by rewards for the supervisor and by advancement for the trainee.

IX

THE TRAINING METHODOLOGY

Training can be defined as an attempt to focus influences on people in order to refashion and improve their conduct in certain specific respects. We resort to training when we are dissatisfied with the quality of our own performance or that of other people or when we confront a new task for which previous training and experience has not equipped us.

Training then involves acquiring new knowledge, attitudes and skills that improve the quality of our performance and increase our effectiveness in the work situation. This usually means the releasing of old knowledge and skills as well. Another way of viewing training is that training is change in what I know, what I can do, what I am and how I feel about what's happening to me.

If this notion has merit, it also has some important implications for the methods we use to train. For one thing, it is almost impossible for anyone to exert enough influences upon another individual to make him change if he doesn't want to. Any training program which does not take the needs of the learner into account as a primary condition of learning will, therefore, vitiate its potential effectiveness.

How do we proceed then to motivate and involve the learner in learning?

(1) The goals of the training must be based upon the needs of those being trained.

(2) The connection between training goals and the trainee's needs as he perceives them must be seen by the trainee.

(3) The training content, problems, issues, information, skill must be seen by the trainee as in some sense applicable to his on-the-job situation.

(4) Trainees must be encouraged to understand the effects which their changed behavior will produce both in the training group and on the job. They need to be able to anticipate some of the difficulties this new behavior will generate when they get onto the job.

(5) The training experience should provide trainees with skills for applying what they have learned to the real world as a result of the new ways discovered and tried out in the training world.

A. THE GROUP AS A MEDIUM OF CHANGE

People are usually brought together into groups for training for reasons of convenience and economy. But this is only part of the rationale. Experience and research in changing food habits, altering racial prejudice and in retraining alcoholics indicate that it is often easier to change individuals when they are members of a group

than to change any one of them separately. For certain kinds of training, therefore, the training group seems to be a necessity, not just a convenience. While the group may initially develop norms and standards which are not helpful to the trying out of new behaviors, groups can more often play a facilitating role in developing norms for more open experimental behavior in the training setting. Thus, the building of a training group is a crucial condition of effective training and a powerful force in the facilitation and development of new behavior.

B. COMMUNICATION

The process of training requires free and effective communication between trainees and trainers. Those who are in the training group must communicate their sense of the specific problems they need help with. Those who give help must communicate their ideas about how to define the problems more accurately and move toward possible solutions. Unless free and effective communication can be established, not much re-education will result.

C. EXPERIMENTATION

People need to practice new ways of behaving, if these new ways are to become internalized. This is the meaning of experiential learning. We learn to do by doing. But certain conditions must also be present in the practice situation if learning is to take place:

(1) The learner must be free to try something new. He must be free to make mistakes as well as to achieve successes. To do this, he must feel free to experiment.

(2) The learner must be able to see and know the effects which his behavior achieves, if he is to weed out the behavior which gets effects he doesn't want and establish those behaviors which lead to the effects he does want. Otherwise, he does not acquire the meanings of his acts as he practices them. This process of getting feedback on the effects of what we do in order to improve what we do is all a part of intelligent practice.

The training group, then, furnishes a member with information about how his behavior affects other members of the group. It helps him plan and practice new behaviors which produce more of the effects he wants.

D. PARTICIPATION

The training model which we have been describing is an interactive, experimental model. It implies that training is something we do with people rather than to people. All components of the program are designed to stimulate the active participation of the trainee in his own learning process. He must think problems through for himself.

He must identify goals and needs. He must interact in the training situation. He must experiment with new behaviors. But in addition he must share in planning, carrying out and evaluating the training program.

One of the assumptions that the participative model is based on is that the trainees are a resource to the training group. That is, they have life experiences, social experiences, work experiences which enrich the content of the group and can assist the group in identifying and solving the problems presented to it. Research in social psychology and the behaviorial sciences supports this concept of the utilization of the resources of the group as an aid to the development of more innovative and successful problem-solving.

It is also important that the resources of the group be utilized because, in the process, the trainees acquire experiences in all stages of problem-identification and solution. This will help them function more independently and responsibly when the training is over.

E. WHO OWNS THE PROBLEM

One of the central issues for those learning client-directed helping skills is the question of who owns the problem. Social work methodology tells us that the problem is the client's and that it is inappropriate for the worker to take it over, solve it and then direct the client to implement the solution which the worker has devised. Similarly, the problems of training and gains made from training are owned by the group being trained. If we are to effect change, our goal should be to enable the trainees to accomplish this change. It is not the trainer's responsibility to devise the change and ask the trainee to implement it. The resistances and insecurities evoked by calling into question a trainee's established way of doing things can be minimized by building a training group to which each trainee belongs and wants to belong and in which the trainee sees that his difficulties and deficiencies are shared by many others.

Finally, this sense of ownership is supported by the participation of all trainees in determining what problems are to be dealt with in the training and at what rate. A trainee who is asked to give up old ways of working, but who himself chooses something he feels is better to put in its place, is not likely to feel insecure as a result of his training, particularly if he can practice as well as discuss the new ways before he is asked to try them out in the job situation.

X

THE TRAINING TECHNOLOGY

If the learner-centered training model we propose is put to work, it follows that teachers and students will both contribute to the design of the specific techniques to be used in the training process. It also follows that every available tool for learning will be evaluated in terms of how effective it is in delivering the desired outcome.

The state of the art of teaching is undergoing a profound revolution. One aspect of that revolution is the availability of a vast array of new technological tools. Another is the concept of a new role for the teacher, one which requires the teacher to function as a co-learner, a facilitator, a model for the student rather than a mere authority figure.

In selecting which techniques are most useful, teachers and students will need to expand their horizons beyond the traditional modes which place such heavy emphasis on the lecture, prescribed reading materials and written examination. Both will need to be aware of, and to test out, appropriate new audio-visual devices; such as tapes, TV, programmed learning and other new electronic equipment. Finally, both will need to develop a broader repertoire of techniques for stimulating full learner participation; such as, role playing, practice exercises, problem-solving work groups, group interviews and reaction panels.

In the design of any curriculum we would want to avoid offering canned lesson plans which tend to discourage teachers and students alike from developing their own approaches, materials and techniques. We would want, however, to suggest that many alternative ways can be utilized for effective learning and that essentially there is no one right way that fits all circumstances.

A. SELECTING APPROPRIATE TRAINING TECHNIQUES

Let us now consider six basic training goals to illustrate the wide selection of techniques available to reach these goals:

TRAINING OBJECTIVE	ALTERNATIVE TRAINING TECHNIQUES
ACQUIRING KNOWLEDGE	Lecture, panel, symposium Reading Audio-visual aids Book-based discussion Programmed Instruction
DEVELOPING INSIGHT AND UNDERSTANDING	Feedback devices Problem-solving discussion Laboratory experimentation Exams and essays Audience participation Case problems

DEVELOPING SKILLS	Practice exercises Practice role-playing Drill Demonstration Practicum Programmed Instruction
SHAPING ATTITUDES	Reverse role-playing Permissive discussion Counseling-consultation Environmental support Case method
CLARIFYING VALUES	Reading autobiographies Discussing dramas and prose fiction Philosophical discussion
STIMULATING INTEREST	Trips Audio-visual aids Reading Creative Arts

B. DESIGNING THE TRAINING FORMAT FOR DIFFERENT SETTINGS

Many choices are also available for conducting the training in different settings; such as general sessions, smaller work groups, individual reading periods, private counseling and coaching sessions, seminars and even during periods set aside for recreation. Here again, participants can explore different ways to maximize learning in any setting.

In the general sessions platform presentations can range from speeches, research reports and book reviews to panels, debates and demonstrations. Group participation can be stimulated by listening teams, buzz sessions, open discussion, question and answer periods.

Many possibilities exist for utilizing the smaller work group setting to develop skills in problem-solving, discussion leadership, planning and consultation.

In each case the teacher and student share the responsibility to identify what they are trying to accomplish, to pick the techniques which seem most appropriate and to structure the group in such a way as to produce the desired outcome.

XI

TRAINING RESOURCES

The curriculum design we have proposed represents a number of innovative approaches to the organization of subject matter, the nature of the learning climate, the integration of theory and practice and the use of new technological tools.

It is virtually a cliche among trainers, however, that the quality of a training program primarily depends not upon the excellence of the curriculum design, the facilities or the equipment available, but on the knowledgeability, skills and commitment of the teaching staff.

We are aware that, despite the enthusiasm of many of the community colleges for developing experimental community services programs, a severe shortage of competent faculty resources exists in many communities. This problem is compounded by some of the special demands which will be put upon teaching staff utilized in developing the new human services program. Many teachers, for example, will need skill training to help them develop a learner-centered program, to participate in team teaching, to make the bridge between theory and practice.

However, it is not only the shortage of available faculty that prompts us to recommend that the community college reach out to draw upon outside resources for teaching supports. It is also our experience that in many areas of the State, highly-skilled public and private agency practitioners, clinicians and trainers are available for joint appointments to community college staffs. A survey of present State personnel would undoubtedly reveal that, in addition to those directly charged with the responsibility for staff development, many others have skill and experience in teaching and consultation. This is particularly true of staff in such Departments as Mental Health, Children and Family Services, Vocational Rehabilitation and Public Aid.

In addition to persons who offer all the acceptable academic qualifications for faculty appointment, there is a large unused pool of experienced supervisors and program staff who can contribute to the teaching of skill courses as well as to the field and job-specific training components. To make full use of all these resources, the colleges need to reexamine the academic requirements which now bar many qualified persons from appointments to faculty positions. The community colleges are participants in the State's Model Employer Programs. As such they shared the responsibility for opening up new opportunities for career development in the field of education.

Finally, we would encourage the full utilization of volunteer consultants in the program, including representative of consumer and client groups. At the University of Minnesota, for example, ex-patients have proved an excellent resource to students concerned with understanding the client's point of view. In other programs, such as those involving the analysis of community social movements, problems and conflict management, local lay leadership can be extremely helpful in illuminating the issues and sharing their perceptions of how problems in real life settings are being confronted.

XII

PROSPECTS FOR IMPLEMENTATION

Many states are at this time deeply aroused about the lack of responsiveness among their institutions of higher learning to community needs. In Illinois, for example, the Board of Higher Education is now finalizing a master plan* which sets forth community services programs as a high priority for the 120 public and private colleges and universities in the State. If implemented, this plan should stimulate many schools to develop collaborative programs with public and private human services agencies for the purpose of training new manpower and upgrading existing staff.

It is obvious, however, that the Higher Education Board and the State's manpower and personnel authorities need to plan together. For, if the colleges do indeed follow the recommendations of the Higher Education Board and begin to develop new programs, the personnel system must be tooled up to receive the new manpower generated by these programs and to upgrade present employees who have completed advanced training. This is not the case, now, in Illinois or in many other states where graduates are experiencing great difficulties in obtaining jobs or in being upgraded as a result of training.

We would also predict that the prospects for full implementation of this kind of curriculum are dim until such time as both educators and the public drop their deep and destructive prejudices against vocational education. The proposed curriculum provides, in our view, a high quality of education for first class students. Because it is vocational education, however, it runs the danger of being down-graded as something only a second-rate college might offer to students who do not have the potential for entering baccalaureate and graduate programs. These attitudes are unfortunately firmly imbedded in the American mentality.**

Finally, we are not altogether optimistic about the readiness of the educational system, administrators and faculty alike, to introduce the basic changes we have proposed in curriculum design and teaching methodology. Is genuine inter-disciplinary collaboration possible in most schools where departmental territories are ferociously guarded? Can instructors who are conditioned to working autonomously become effective members of a teaching team? Will teachers trained to function as classroom authorities be willing to become co-learners with their students? These are a few of the questions which immediately loom large when such a curriculum design as this moves toward implementation.

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* State of Illinois Board of Higher Education, Master Plan Phase III, a draft document, May, 1971; particularly pp. 86-94 and 106-113.

** Hoyt, Kenneth B., "Vocational Educationism and the Community College," paper presented May, 1970 at the joint conference of the American Vocational Association and the American Association of Junior Colleges, Arlington, Virginia.

A further issue which arises has to do with whether a new curriculum approach such as this can be expected to emerge from within existing structures of an educational institution. Historically, we observe that "the most common means of adapting educational institutions to new conditions has been by the device of parellelism; the creation of programs and courses which offer students an alternative to existing programs."*

This is precisely why the cluster college movement is so strong today. It lets sleeping dogs lie and proceeds to set up new courses, programs, institutes and departments without disturbing what is already there. This technique, of course, does not correct the deficiencies of existing programs.

"This is a beautiful ploy, but it is a ploy of diversion,of solving a problem by avoiding a problem."** Advocates of this strategy claim, however, that in the long run students will move rapidly into the new programs, leaving the old ones to fade away.

This curriculum assumes that whatever the strategy required, the schools can and will chose to become instrumentalities of change and a powerful resource for the upgrading of human services workers and programs. If they fail to be responsive, we anticipate that the need will find a response elsewhere outside the mainstream of the present educational system.

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* Hefferlin, J. B., "End Runs and Line Bucking" The Research Reporter, University of California, Berkeley, November 1970

** Ibid.

APPENDIX I

ABSTRACT OF STATEMENT FROM CENTRAL YMCA COMMUNITY COLLEGE GRANT PROPOSAL TO NATIONAL INSTITUTE OF MENTAL HEALTH

The faculty and staff of the Central YMCA Community College have been actively involved in examining task analysis and job design as related to entry-level positions in public and private agencies which provide human services. The study has provided the inter-disciplinary group with a common denominator and conceptual framework, language and set of tools to achieve results. The faculty focused on the broad common denominator of knowledges, skills and attitudes that workers in all people-serving agencies need to acquire for effective work performance.

The faculty identified three components in a curriculum design as a model for career development and mobility in human service agencies. The model proposes the development of a human services generalist that will be equipped with the special knowledges, skills and attitudes he needs to function in a particular sector of the human services. The three components identified in the curriculum are:

1. Training specific to the human services industry.

2. Training specific to the field of work.

3. Training specific to the job.

It is the feeling of the faculty that a curriculum model which incorporates the above components is consistent with all long-range forecasts for the rapid expansion of the human services industry, and with the learnings of recent years in new careers and manpower development programs throughout the country.

While we regard our curriculum model as distinctly innovative, we also view it as a beginning effort designed to stimulate thinking and experimentation among all concerned parties. As we proceed to elaborate and test our recommendations, we invite the response and comment of all persons who examine our curriculum model.

APPENDIX II

ABSTRACT OF STATEMENT FROM COLLEGE OF DUPAGE GRANT PROPOSAL TO NATIONAL INSTITUTE OF MENTAL HEALTH

A. THE GENERAL OBJECTIVES OF COLLEGE OF DUPAGE HUMAN SERVICES-MENTAL HEALTH* ASSOCIATE OF ARTS DEGREE PROGRAM ARE:

1. To develop a human services core curriculum based on com-

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* Mental Health is defined in this program to include community mental health services, institutional mental health services and mental retardation services (i.e. mental retardation centers, sheltered workshops and special education districts).

monalities of knowledge, skills and attitudes that are general rather than job specific, thereby providing students with competence to function effectively in a variety of human service settings.

2. To continually interact with the Human Services-Mental Health Ad Hoc Committee and agencies with whom we have collaborative agreements in the roles of both change agent and service agent.

3. To develop a mental health generalist curriculum stemming from the human service core that provides students with competencies to function effectively in mental health settings.

B. GENERALIST CONCEPT

In initiating a new educational program for the mental health generalist, it becomes important to state the ideologies and philosophies associated with such a program. It is not, however, easy to define and characterize the concept of the generalist. We will attempt to present our position in regard to the generalist by stating what it is and what it is not. We will also attempt to characterize some of the implications of our position.

1. We feel that the generalist is more than a sum of various related specialities; that is, training someone to be a generalist does not mean teaching him a little psychology, a little social work and a little psychiatry.

2. In the past, mental health specialists in treating the patient focused on interpersonal relations, verbal communications and highly differentiated therapies that relate to the "mind." We want our generalists to work with people in all facets of life.

3. As a corollary to point 2, we want our generalist to be willing to do anything necessary in helping the mental health consumer. The generalist must function as treater, advocate, expediter and, if necessary, aid in housekeeping. He is one who can evaluate all situations brought to his or her attention and all situations observed and judge whether mental health services are required. There he can provide services directly or bring the person and/or family directly to the service delivery system.

4. We feel that the generalist must function as a growth maximizer, one who identifies the potential of clients and helps that potential to be realized. A generalist focuses on independence and maturity rather than dependence and immaturity.

5. In the last ten years, mental health care-givers have seriously reconsidered existing primary therapy systems. The service agencies in the area of the College of DuPage see treatment as more than the utilization of specific therapeutic modalities; i.e. chemotherapy, individual psychotherapy and group therapy. The mental health problem may be imbedded in a multiplicity of other types of problems; e.g.,the daily routines of life, relationship to a cash economy, occupational development, etc., which must be dealt with in order to attack the target symptom.

6. We believe that a generalist must also serve as an ombudsman and be a built-in bridge to low income and minority groups. These people find it almost impossible to at least initially relate to the professionally trained, middle class therapist. The generalist will bring knowledge of mental health service directly to low-income and minority neighborhoods through home visits, contacts with organized groups, contact with minority and low income clergy and other ways that are successful.

We would like a program that recognizes the competencies of the individual and provides a way of developing appropriate skills in the student. A competent mental health worker can be developed utilizing three educational experiences: schools, work experiences and life experiences. At the heart of our program is the process of developing mental health skills, recognizing and identifying the skills and crediting competency where it already exists.

APPENDIX III

ABSTRACT OF STATEMENT FROM A DRAFT PROPOSAL FOR A BACHELOR DEGREE PROGRAM IN HUMAN SERVICES AT GOVERNOR'S STATE UNIVERSITY, PARK FOREST,ILLINOIS

The program in Human Services is designed as a broadly enriched program in the applied humanistic and social sciences. Generally, it provides a support function for the allied health fields, community development and planning, teaching, counseling, school psychology, school social work, corrections and public service work by delivering a broadened scope of role function and a team experience through which new roles may develop in existing settings.

Specifically, the focus will be in providing students with useful, practical, saleable skills in the human services to apply in a variety of community services and community agencies in the disadvantaged community, where the locus of training will take place. The setting may range from the school, to allied health services, to social welfare, to community development, to delinquency prevention and corrections. While it is not a prerequisite, a major function is to assist community college students who

were enrolled in social and human service-aide and mental health-aide programs to further develop their skills, to evade dead-end programs and consequently to upgrade their positions.

Students may move from the Human Services program to an M.A. program in Human Relations Services, leading to professional status and/or expertise in social work, elementary school counseling, school psychology, rehabilitation counseling, allied health fields, community services counseling, community development and corrections. The students will be broadly based in training and practice through combining the crucial content areas of the behavioral and social sciences with professional studies and field work in education, counseling social work and community development. Common core elements will be provided in education, counseling, social work, the social and behavioral sciences as well as in public and human service delivery systems.

The instructional program is designed to accomodate the individual differences in background and experiences. The learning experiences include extensive field work, cooperative education assignments, small tutorial seminars coordinated with a Human Science Seminar, Alternative Learning Seminars (designed by students with faculty assistance), Human Relations Laboratory experience, Independent Study Concentration and Inter-Collegiate Modules designed to provide a broad background in related content areas. The program is field-oriented, issue-centered and flexible enough to encourage independent, self-guided and self-paced student participation.

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